REVISED MARCH 24, 2005

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: X Elementary __ Middle __ High __ K-12

Name of Principal: Mrs. Beverly Williams
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name: Woodlands Elementary
(As it should appear in the official records)

School Mailing Address: 2501 North Coulter
(If address is P.O. Box, also include street address)

Amarillo Texas 79124-4901
City State Zip Code+4 (9 digits total)

County: Potter School Code Number* 188901142

Telephone (806) 356-4921 Fax (806) 356-4926

Website/URL www.amaisd.org E-mail: beverly.williams@amaisd.org

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

_____ Date_____
(Principal's Signature)

Name of Superintendent* Mr. Rod Schroder
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Amarillo Independent School District Tel. (806) 326-1015

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date_____
(Superintendent's Signature)

Name of School Board
President/Chairperson Ms. Janie Rivas
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date_____
(School Board President's/Chairperson's Signature)

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)

2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.

3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.

4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award.*

5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.

7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
   _36___Elementary schools
   __8___Middle schools
   __0___Junior high schools
   __4___High schools
   __2___ Other

   _50___ TOTAL

2. District Per Pupil Expenditure: $7093_____

   Average State Per Pupil Expenditure: $8029_____

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

   [X] Urban or large central city
   [ ] Suburban school with characteristics typical of an urban area
   [ ] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

4. 6 Number of years the principal has been in her/his position at this school.

   _____ If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1, 2004 enrolled at each grade level or its equivalent in applying school only:
   These numbers are current thus not reflected in the AEIS - 6TH grade added 2004-2005

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
PreK	n/a	n/a			**7**			n/a
K	24	34	**58**		**8**			n/a
1	43	21	**64**		**9**			n/a
2	34	34	**68**		**10**			n/a
3	44	33	**77**		**11**			n/a
4	32	29	**61**		**12**			n/a
5	35	32	**67**		**Other**			n/a
6	15	25	**40**					
		TOTAL STUDENTS IN THE APPLYING SCHOOL →						435

These percentages reflect the current school population as of Oct. 1, 2004.

6. Racial/ethnic composition of the students in the school:

81% White
7% Black or African American
11% Hispanic or Latino
1% Asian/Pacific Islander
0% American Indian/Alaskan Native
100% Total

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: ___25_____%
This mobility rate is not reflected in 2003/2004 AEIS.

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	Number of students who transferred ***to*** the school after October 1 until the end of the year.	47
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	38
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	85
(4)	Total number of students in the school as of October 1	331
(5)	Subtotal in row (3) divided by total in row (4)	.25
(6)	Amount in row (5) multiplied by 100	25%

8. Limited English Proficient students in the school: __.6_____%
___3____Total Number Limited English Proficient

Number of languages represented: _1_____
Specify languages: Vietnamese

9. Students eligible for free/reduced-priced meals: ____18____%

Total number students who qualify: ____79___
Oct. 1, 2004*

10. Students receiving special education services: __13_____%
__46_____Total Number of Students Served
Oct. 1, 2003

*** Increase in total number of students who qualify is due to a 27% increase in student enrollment.**

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

__1_Autism	__2_Orthopedic Impairment
____Deafness	_14_Other Health Impaired
____Deaf-Blindness	_30_Specific Learning Disability
____Emotional Disturbance	__6_Speech or Language Impairment
____Hearing Impairment	____Traumatic Brain Injury
__7_Mental Retardation	____Visual Impairment Including Blindness
____Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-time	**Part-Time**
Administrator(s)	___1____	____1____
Classroom teachers	__28____	____3____
Special resource teachers/specialists	___0___	____6____
Paraprofessionals	___3____	____0____
Support staff	___8____	____3____
Total number	__40____	___13____

Increase in total staff members due to 27% increase in student enrollment.

12. Average school student-"classroom teacher" ratio: ____15___

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	96%	96%	96%	%	%
Daily teacher attendance	98%	98%	98%	%	%
Teacher turnover rate	13%	15%	11%	%	%
Student dropout rate (middle/high)	n/a%	n/a%	n/a%	%	%
Student drop-off rate (high school)	n/a%	n/a%	n/a%	%	%

PART III - SUMMARY

Woodlands Elementary, located in northwest Amarillo, is in the Amarillo Independent School District. Our school lies in the heart of the Texas Panhandle and greatly prides itself on its "Panhandle spirit," a term which reflects the determination and commitment of the school, community, and parents to prepare our students for the challenges of the 21st century.

Located in Amarillo's fastest growing neighborhood, Woodlands, our kindergarten through sixth grade campus opened in 1999 with 200 students. Currently, our K-6 campus serves 460 students, including: 81% Anglo, 11% Hispanic, and 7% African American. Similarly, .6% of students fall into the Limited English Proficiency (LEP) classification and 21 % are classified as low socio-economic. The primary goal of our school is to develop a climate that promotes acceptance and high expectations for all students, regardless of background or cultural experience. Woodlands strives to exceed guidelines and requirements outlined by the State of Texas in the Texas Essential Knowledge and Skills (TEKS) guidelines. Our staff continually strives to instill a passion for excellence and learning in each student.

Woodlands Elementary has been very successful in meeting its goal of providing an environment for the success of all students. Since its inception, Woodlands has maintained an **Exemplary** status which is the highest possible rating granted by TEA (Texas Education Agency). Maintaining this rating is our ultimate goal; therefore, all available state, federal, and local monies are utilized to achieve this target.

Parents and community play a major roll in helping us achieve our high expectations. Our ongoing collaboration provides additional funding needed to supplement academic programs. We have a Volunteer in Public Schools program, and a very strong Parent Teacher Association that provide assistance in a variety of ways ranging from classroom support to extracurricular supervision. They are an integral part of our school's success.

In addition to our primary focus on student learning, our highly-motivated staff provides interventions varying from remedial instruction to challenging intellectually gifted students. Tutorials before, during and after school provide opportunities for students to receive instruction catering to their specific needs. Our school opened with the commitment that our staff would provide accelerated instruction that infuses a high level of technology and stretches students' minds to think above and beyond the state and district standards. Enrichment activities such as Einstein Day, Family Math Night, school-wide physical education program, grade level choral performances, and Mentoring Day give our students an eclectic array of valuable experiences. After-school clubs such as Science Club, Battle of the Books team, University Interscholastic League competition, Art Club, Honors Choir, and Whip-its, our jump rope team, continue to enhance our curriculum.

Through vertical alignment of the curriculum, collaboration, and collegiality our staff holds itself to a high degree of personal accountability. Teachers pursue excellence with a "missionary zeal" by identifying a need and investigating solutions based on "best practices." Empowered with academic autonomy, and a high degree of accountability, our staff continually pursues scientifically researched strategies to ensure student success.

The principal provides instructional leadership and sound decision making with the primary focus on student learning. A culture that encourages risk-taking ensures that students and teachers are successful is the result of this effort.

Woodlands Elementary has already been recognized as a highly successful school. The formula for our success is reflected in our mission statement that states student failure is not an option, and **all** children will succeed at the highest possible level. People with goals succeed because they know where they are going. We know where we are going, and we have our road map for our students' success!

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. **Woodlands' assessment results in reading and math.**

The State of Texas utilizes the Texas Assessment of Knowledge and Skills (TAKS) test to assess the performance and knowledge base of students at multiple grade levels. The TAKS test is directly aligned with the Texas Essential Knowledge and Skills (TEKS), the state-mandated curriculum, which is developed and distributed by the Texas Education Agency (TEA). TAKS tests are scored, results are compiled, and the data is reported displaying a comparison of state, school district, and campus performance in each subject area. Results are disaggregated into performance levels by ethnic and socio-economic groups as reported on the TEA website: **{http://tea.state.tx.us/perfreport/aeis/}**. Prior to 2002/2003, students were required to take the TAAS (Texas Assessment of Academic Skills) test. For this reason, we utilize the data from the TAAS and TAKS tests. These results enable the Woodlands faculty to identify students' strengths and weaknesses while developing a creative curriculum and specific interventions.

The high achievement of Woodlands' students begins when children walk through the classroom door. Kindergarten teachers initiate the process of preparing Woodlands' students to meet the academic challenges they will face, including preparing for the state-mandated tests. We expect students, regardless of ethnic or socio-economic background, to meet the commended level (the highest performance set by the State Board of Education) in every subject area. A key factor in reaching this high level of performance lies in the constant teacher collaboration and communication within and across grade levels.

In reading, Woodlands' 3rd-5th grade students historically maintain **100%** passing rate with the exception of one student in the year 2003/2004. According to TAKS data, overall commended levels of performance rose significantly, even with the increased levels of test difficulty and higher expected levels of mastery. Third grade commended performance levels increased 7%, 4th grade commended performance levels improved 28%, and 5th grade commended performance levels rose 21%. To achieve these results, teachers initiated flexible groups which allowed them to provide interventions for students who scored below 80% on TEKS-based assessments. Kindergarten through 5th grade teachers implement research based and highly regarded strategies including Kagan's Cooperative Learning Structures, Bloom's higher-level questioning techniques, Benson and Cummins's retelling methods, as well as the guided reading approach and literature circles.

Woodlands' 3rd-5th grade students consistently maintain a **100%** passing rate in mathematics. The commended rates exceed state averages at each grade level. The 3rd grade commended performance levels increased 15% and 5th grade commended performance levels improved 22%. To achieve these results, teachers implement interventions using the same guidelines as the reading program. Due to the intensive problem-solving format of the mathematics test, reading comprehension methodologies such as retelling and visualizing are incorporated into kindergarten through 5th grade mathematics classrooms. Through consistent use of manipulatives and problem-solving approaches along with the continual use of Kagan's structures, Bloom's questioning techniques and tutoring, our students are provided daily opportunities to excel in math.

In 2003/2004, the 4th grade overall commended performance level decreased 10%, and the white commended performance level in math decreased 9%. Third grade economically disadvantaged commended level decreased 27%. We addressed our decreases by disaggregating data and identifying students who either missed or met the standard by one question. Teachers also reviewed the item analysis to determine which students chose distracter answers instead of the correct responses. We adjusted our daily schedule to incorporate an additional hour for interventions and enrichment, so that teachers were able to focus on students' individual needs.

By utilizing varied instructional methods, acquiring an intricate knowledge of each student, and developing clarity of purpose, we promote student success at the highest possible level.

Part IV – Indicators of Academic Success

2. **How the school uses assessment data to understand and improve performance.**

Assessments measure student success and serve as a vital indicator of needed improvement at Woodlands Elementary. Teachers analyze assessment data and past performance to create a classroom profile for each student, develop individual levels of achievement, identify the needs of remedial and gifted students, and ultimately determine strategies to enhance performance for all students. Once resources are implemented, teachers monitor and assess student performance and adjust practices accordingly.

Students are periodically assessed in all academic areas in grades K-6 to ensure that they are retaining the TEKS standards as previously identified. Data obtained from these assessments drives the instructional practices at Woodlands. Annually, students in grades 3-6 are administered the state mandated tests in reading and math. Additionally, 4th graders take a writing test, and 5th graders are given a science test. Each year, our staff disaggregates and analyzes TAKS data which serves as a springboard for identifying and utilizing research-based instructional strategies for each grade level and individual student. Our staff combines the use of hard data with a personal knowledge of each child to create a positive learning environment. Finally, teachers and administrators collaborate in vertical K-6 teams and horizontal grade-level teams to discuss targeted learning objectives and efficient delivery methods. We also identify gaps in student performance and determine the most effective way to close instructional gaps.

Mandatory tutoring provides additional instructional interventions for all students not attaining an 80% mastery of each TAKS objective. During these tutorial sessions, individualized instruction and innovative instructional approaches help students improve their performance. Alternately, enrichment activities expand upon TEKS guidelines to enhance the learning environment for students who consistently score at or above 80% on grade-level TEKS. Analysis of assessment data serves as a key component ensuring student success.

3. **How the school communicates student performance, including assessment data, to parents, students, and the community.**

Amarillo ISD releases TAKS results for each school, including Woodlands Elementary, to the general public through local media outlets such as the newspaper, radio, and news stations. The media outlets compare local results to state averages to provide appropriate reference for the general public. Our staff reports specific instances of Woodlands' success to local media outlets. Recognition by the Blue Ribbon Program would fall into this category.

Continual internal and external communication plays an integral role in student success at Woodlands. Student performance is communicated to parents and the community both formally and informally. In compliance with state mandates, each September during Back to School Night, we communicate our TAKS results to parents. In addition, a public school board meeting presents district and campus AEIS data, representing a comprehensive snapshot of academic performance with breakdowns of special populations. State generated individual school report cards are annually sent home to each parent for review.

Three-week progress reports and six-week report cards that are sent home with every child gives a numerical representation of the child's academic standing as well as behavior. Parents are asked to sign and return these reports and indicate if they would like a conference. Conferencing creates a consistent application of processes between school and home. Furthermore, following periodic curriculum-based assessments, individualized results are shared with students in conferences and provided to parents.

Informally, performance is communicated to parents and students through teacher and administrator phone calls, emails, monthly newsletters, award assemblies, and published honor rolls. State, district, and school websites display the consistent, exemplary achievement of Woodlands, and

community awareness is evident by the rapidly expanding neighborhood community. Woodlands' staff welcomes and seeks parents' and community members' support; thus, we create a successful, accessible climate of interactive communication.

4. **How the school has shared and will continue to share its successes.**

In 1999 when the Woodlands' doors first opened, we knew that failure was not an option. Consequently, the die was cast for excellence. As a result of Woodlands' success toward that vision, we have become a leader in the academic community and a model campus for Amarillo ISD. Our accomplishment has been dependent on collaboration within our campus and throughout the district. Our highly-qualified staff routinely shares strategies in reading, math, science and social studies by serving as teacher leaders on district core curriculum teams. Core curriculum teams are groups of teachers from schools throughout the district who determine the framework of when specific TEKS are taught. They also explore effective teaching strategies and align resources with the learning objectives.

Skilled faculty members have presented innovative techniques at district, regional, and state conferences including Early Childhood, Gifted and Talented, TEXTeams Math, the Inquiry Science Program (ISP), and New Jersey Writing Project in Texas. Annually, we mentor future educators from West Texas A&M University by providing classroom observations and student teaching opportunities. Also, 1st and 2nd grade teachers are currently participating in a pilot program developing Smart Centers to enhance the literacy curriculum. Additionally, 2nd and 3rd grade teachers have previously piloted the Inquiry Science Program for the district. Because they have similar demographics and TAKS scores, we are collaborating with South Georgia, Windsor and Sleepy Hollow Elementary schools to share successful classroom practices and determine strategies that will increase student commendable levels on the TAKS test. Our campus and administration are also willing to share our "best practices" with any school in the nation expressing interest. The distinction of being recognized with the elite NCLB Blue Ribbon Award would provide our school with even more avenues to share our vision of supporting an environment for the success of all students.

PART V – CURRICULUM AND INSTRUCTION

1. **Description of the school's curriculum, and how students are engaged in significant content at a high standard.**

The core of the curriculum at our campus concentrates on reading, writing, math, science and social studies. As previously discussed, Texas educators have created grade-appropriate standards called the Texas Essential Knowledge and Skills (TEKS) which provide the foundation for the required, state curriculum. On the elementary level, the TEKS include a core curriculum for math, reading, science and social studies. Math spirals in problem solving and number sense always building a mastery level. Reading builds on phonics, fluency and comprehension skills in all grades. Writing mechanics and composition skills are interwoven in all subjects in all grade levels. The science TEKS contain unifying themes, or conceptual strands, that are developed in a grade-appropriate progression. The social studies curriculum is designed to create historically-informed, global thinkers.

Amarillo Independent School District has grouped each set of grade level TEKS into six-week segments. This vertical and horizontal alignment establishes curriculum stability for students. Although the district standards mandate the skill to be taught, the method in which the skill is taught is up to the discretion of the campus and the teacher. Through data analysis and periodic assessments of our targeted curriculum, our teachers develop high impact teaching strategies that improve student performance. At Woodlands Elementary, teachers go above and beyond the mandated skills by delivering the content with an emphasis on higher-level thinking skills, active student learning, and differentiated instruction.

Four questions are repeatedly asked during the instructional process:

1. What are we going to teach?
2. How will we know the students know the targeted objectives?
3. What do we do if they don't know the targeted objectives?
4. What do we do if they do know the targeted objectives?

Woodlands Elementary students also acquire higher-level thinking skills by delving into complex subject areas, making connections across books and content areas, evaluating others' work as well as their own, synthesizing information taken from discussion, and generating their own products. Teachers facilitate higher level thinking skills through questioning techniques, modeling, guided practice, and student collaboration.

Students with special needs are provided an individualized curriculum that is designed to challenge each individual and accelerate his or her learning. Individual Education Plans (IEP) tailor the curriculum to the student's cognitive ability and are carried out in the least restrictive environment. Our differentiated curriculum immerses children in activities that challenge the intellect of the identified academically talented child on appropriate levels.

Technology integration spans the curriculum at Woodlands. Our Library Media Center facilitates active student engagement in researching, interpreting, and demonstrating mastery in significant content. Through a technological approach, we strive to create a desire for knowledge by teaching students to access and apply information.

Woodlands' curriculum not only addresses the academic development of students, but also addresses the development of the "whole child". Through collaboration of the fine arts and physical education teachers, our curriculum ensures growth in mind and in body by contributing to the physical, social and intellectual development of the child. Research reinforces that movement is a crucial ingredient for learning to take place and that children with higher levels of activity are much better learners than those who are sedentary. Woodlands' children have opportunities to participate in daily physical education and music enrichment.

Student success founded on higher order thinking skills is the priority of our dedicated staff. Since the inception of Woodlands, our staff has developed a foundation of excellence and high expectations; we have continually maintained an exemplary status. We will continue to utilize the TEKS as a base with which to expand our curriculum. As a result, success at the highest possible level is our only option.

2. **Description of the reading curriculum and why Woodlands chose this approach.**

Instilling a love for reading in Woodlands' students begins in the primary grades with **learning to read** and transitions in the intermediate grades with **reading to learn**. Woodlands chose Balanced Literacy as the core reading curriculum because, according to research in Guiding Reader's and Writers Grades 3-6 by Fountas and Pinnell, "Classrooms that use a combination of approaches in a flexible format are those most likely to give all children the chance to read successfully." In addition to applying the research-based Balanced Literacy of Fountas and Pinnell, the components of the Texas Reading Initiative are efficiently and systematically infused throughout Woodlands' reading curriculum. This balanced approach includes teaching language study, reading workshops and writing workshops. Included within the language study is interactive read alouds, phonics, and word study. Reading workshops are comprised of modeled thinking, modeled reading, shared reading, guided reading, and independent reading. Writing workshops encompass guided writing, modeled writing, shared writing, interactive writing, and independent writing. The goal of this procedure is to transition students from dependent to independent learners.

To foster active and responsible readers, Woodlands' intermediate teachers utilize the students' prior learning to empower them to access information, express themselves, and form positions and express educated opinions. The passage to independent reading is accomplished through the progression of Bloom's Taxonomy while exploring diverse genres. Media literacy, technical reading, and content-area reading assist the students in developing an awareness of how reading applies to the real world. Multiple strategies utilized in intermediate classroom discussions encourage the expansion of critical thinking and reading skills.

Reading is central to learning in school, in the work place, and in everyday life. As teachers at Woodlands, we strive to help students find their voice as writers and refine their tastes as readers.

3. **Description of math curriculum and how it relates to essential skills and knowledge based on the school's mission.**

A discussion with Woodlands Elementary students reveals the goal of our math program which is to produce students who demonstrate a curiosity of mathematical concepts and observe the integration of numbers as they apply to real-life situations. Students articulate their thought processes as they dynamically work through and analyze problems to reach solutions. Student work samples also exhibit progression in the depth and complexity of learned skills. Beginning in kindergarten and continuing through sixth grade, our students are immersed in a problem solving process that incorporates scientific, research-based higher level thinking strategies such as analysis, synthesis, and evaluation of information.

Our spiraling curriculum, on-going evaluation, and data analysis prevent fragmentation of skills and build a foundation for superior problem solving. The powerful integration of mathematical concepts into all subject areas brings numbers to life and reinforces the awareness that math is a fundamental part of daily living. Enrichment and intervention opportunities are also woven within daily activities. Teachers at all grade levels utilize consistent math terminology and problem solving strategies in order to avoid confusion for students. Because all of these procedures are in place throughout all grade levels, children are highly academically successful as evidenced by Woodlands' long-term success on the TAKS and other test data such as Terra Nova and teacher-developed standards assessments.

Planning for student achievement in mathematics begins prior to the first day of school with the same procedures used in our reading curriculum: analyzing data, developing classroom profiles, identifying individual student needs, and implementing instructional strategies. Student needs drive staff development decisions, so teachers are trained in research-based programs with proven results. We believe through our math program, we are preparing children to confront a future filled with numerous undetermined mathematic-centric challenges.

4. **Instructional methods used to improve student learning.**

The instructional methods at Woodlands address the whole child. Through collaboration all teachers pursue a balanced, enriched curriculum based on student discovery. Teachers are passionate about engaging all students in learning and seeking unique ways to deliver content with regard to multiple learning styles. Our teachers continuously facilitate the environment through interacting with students in literature circles, cooperative grouping, Kagan structures, questioning techniques, and the integration of technology. The classroom climate is conducive to hands-on manipulatives, student-centered learning, and active engagement. This cohesive mesh of teaching methods enables Woodlands' students to build meaningful relationships with peers, work independently, and communicate their own views and feelings.

Fine arts strengthens Woodlands curriculum and provides opportunities for lessons acquired in core courses to be synthesized into other areas. All students participate in dramatic performances, instrumental music and an award-winning choir develops knowledge of patterns, rhythm and harmony. In our physical education program, we have a 40-member, one-of-a-kind jump rope team, Whip-Its. This choreographed, skills-based program blends an intrinsic spirit of competition and confidence-building through community performances. Our parents' talents are also incorporated by sharing world-renowned masterpieces creating a strong sense of art appreciation in a monthly program called Picture Presenters.

In each Woodlands classroom it is evident that students are authentically engaged. Utilizing these varied instructional methods, enables student success. Student success is parallel to Woodlands motto – failure is not an option. We succeed, Woodlands students succeed, and therefore, "No Child Is Left Behind!"

5. **Professional development program and its impact on improving student achievement.**

Professional development opportunities are chosen as a means to boost student learning from minimal expectations based on the Texas Essential Knowledge and Skills (TEKS) to our standard that goes above and beyond. From our infancy we have progressed through cycles of development, insight, will, action, and change. We have successfully embraced every phase of this journey and empowered teachers to act. DuFour and Eaker's sentiments accurately describe our teachers as "students of teaching" and "consumers of research".

As students of teaching we choose research-based professional development opportunities that will ultimately have the most effective impact on student achievement. Data disaggregation analysis through the Margaret Kilgo approach drives staff development decisions as well as teaching methods. Our professionally alert staff aggressively pursues opportunities targeting best practices in education. Extensive training in New Jersey Writing Project, and Fountas and Pinnell's Balanced Literacy and Phonics Lessons saturates our interdisciplinary curriculum. A variety of learning styles, including auditory, visual, and kinesthetic addressed through Kagan cooperative learning structures allow teachers to engage all students in dynamic learning and participation at all times. Application of Kagan structures is also evident in math and science through the use of the Full Option Science System - Inquiry Science Program (FOSS-ISP). In collaboration with hands-on science instruction, our math training of TEXTeams and Josh Horton's Problem-Solving Strategies also focuses on the incorporation of manipulatives. The broad spectrum of our student population and ever-changing student needs propels us to seek training in differentiated curriculum, Gifted and Talented, 504, Scottish Rites dyslexia program, Lexia and Ruby Payne's Framework for Understanding Poverty. Being an integral component of student performance and production, technology training is ongoing. A faculty synergy results from the search and internalization of an applicable array of knowledge.

Texas Third-Grade Criterion-Referenced Reading Test

Subject Reading Grade 3 Test Texas Assessment of Knowledge and Skills

Edition/publication year 2004 Publisher Texas Education Agency

	TAKS 2003-2004	TAKS 2002-2003	TAAS 2001-2002	TAAS 2000-2001	TAAS 1999-2000
Testing month	Mar/Apr	Mar/Apr	April	April	April
SCHOOL SCORES					
(TAKS) % Commended Performance	74%	67%	-		
(TAKS) % Met Standard	100%	100%	-		
(TAAS) % Met Minimum Standards	-	-	100%		
Number of students tested	53	48	29		
Percent of total students tested	100%	100%	100%		
Number of students alternatively assessed	SI	8	5		
Percent of students alternatively assessed	SI	16%	14%		
SUBGROUP SCORES					
1. Economically Disadvantaged					
(TAKS) % Commended Performance	60%	60%	-		
(TAKS) % Met Standard	100%	100%	-		
(TAAS) % Met Minimum Standards	-	-	100%		
Number of students tested	5	5	6		
2. African American					
(TAKS) % Commended Performance	SI	SI	SI		
(TAKS) % Met Standard	SI	SI	SI		
(TAAS) % Met Minimum Standards	SI	SI	SI		
Number of students tested	SI	SI	SI		
3. Hispanic					
(TAKS) % Commended Performance	50%	SI	SI		
(TAKS) % Met Standard	100%	SI	SI		
(TAAS) % Met Minimum Standards	-	SI	SI		
Number of students tested	6	SI	SI		
4. White					
(TAKS) % Commended Performance	**75%**	**70%**	-		
(TAKS) % Met Standard	100%	100%	-		
(TAAS) % Met Minimum Standards	-	-	100%		
Number of students tested	44	43	23		
STATE SCORES					
(TAKS) % At or above Commended Performance	**35%**	**26%**	NA		
(TAKS) % At or Above Met Standard	91%	89%	NA		
(TAAS) % Met Minimum Standards	NA	NA	87%		

SI= statistically insignificant as defined by the state of Texas.

In accordance with the requirements of the federal No Child Left Behind Act, Texas calculation of passing percentages in 2002-2003 changed in significant ways from calculations in prior years. First, the test changed from the Texas Assessment of Academic Skills to the much more rigorous Texas Assessment of

Knowledge and Skills. Second, some students with disabilities who were previously exempted from the accountability calculations were included in all proficiency calculations. Third, students were required to be enrolled in a school for 120 consecutive days in order to be included in the calculations for that school. These changes may cause the data from the 2002-2003 school year and beyond to appear different from the data from previous years for some schools. In addition to the TAKS in English, state scores include tests in Spanish, Limited English Proficient, and Special Education. Grade 3 scores are cumulative, given over the course of the year to facilitate promotion. By law, if students don't pass the 3rd grade reading test, they are not promoted to the next grade.

Texas Third-Grade Criterion-Referenced Math Test

Subject Math Grade 3 Test Texas Assessment of Knowledge and Skills

Edition/publication year 2004 Publisher Texas Education Agency

	TAKS 2003-2004	TAKS 2002-2003	TAAS 2001-2002	TAAS 2000-2001	TAAS 1999-2000
Testing month	April	April	April	April	April
SCHOOL SCORES					
(TAKS) % Commended Performance	67%	52%	-		
(TAKS) % Met Standard	100%	100%	-		
(TAAS) % Met Minimum Standards	-	-	100%		
Number of students tested	52	50	29		
Percent of total students tested	SI	98	100%		
Number of students alternatively assessed	SI	6	5		
Percent of students alternatively assessed	SI	12%	14%		
SUBGROUP SCORES					
1. Economically Disadvantaged					
(TAKS) % Commended Performance	33%	60%	-		
(TAKS) % Met Standard	100%	100%	-		
(TAAS) % Met Minimum Standards	-	-	100%		
Number of students tested	6	5	6		
2. African American					
(TAKS) % Commended Performance	SI	SI	SI		
(TAKS) % Met Standard	SI	SI	SI		
(TAAS) % Met Minimum Standards	SI	SI	SI		
Number of students tested	SI	SI	SI		
3. Hispanic					
(TAKS) % Commended Performance	67%	SI	SI		
(TAKS) % Met Standard	100%	SI	SI		
(TAAS) % Met Minimum Standards	-	SI	SI		
Number of students tested	6	SI	SI		
4. White					
(TAKS) % Commended Performance	**70%**	**58%**	-		
(TAKS) % Met Standard	100%	100%	-		
(TAAS) % Met Minimum Standards	-	-	100%		
Number of students tested	43	43	23		
STATE SCORES					
(TAKS) % At or above Commended Performance	**25%**	**18%**	NA		
(TAKS) % At or Above Met Standard	90%	90%	NA		
(TAAS) % Met Minimum Standards	NA	NA	87%		

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Texas Fourth-Grade Criterion-Referenced Reading Test

Subject Reading Grade 4 Test Texas Assessment of Knowledge and Skills

Edition/publication year 2004 Publisher Texas Education Agency

	TAKS 2003-2004	TAKS 2002-2003	TAAS 2001-2002	TAAS 2000-2001	TAAS 1999-2000
Testing month	April	April	April	April	April
SCHOOL SCORES					
(TAKS) % Commended Performance	51%	39%	-		
(TAKS) % Met Standard	98%	100%	-		
(TAAS) % Met Minimum Standards	-	-	100%		
Number of students tested	47	31	38		
Percent of total students tested	100%	100%	100%		
Number of students alternatively assessed	9*	5	7		
Percent of students alternatively assessed	19%*	16%	18%		
SUBGROUP SCORES					
1. Economically Disadvantaged					
(TAKS) % Commended Performance	SI	SI	SI		
(TAKS) % Met Standard	SI	SI	SI		
(TAAS) % Met Minimum Standards	SI	SI	SI		
Number of students tested	SI	SI	SI		
2. African American					
(TAKS) % Commended Performance	SI	17%	SI		
(TAKS) % Met Standard	SI	100%	SI		
(TAAS) % Met Minimum Standards	-	-	SI		
Number of students tested	SI	6	SI		
3. Hispanic					
(TAKS) % Commended Performance	SI	SI	SI		
(TAKS) % Met Standard	SI	SI	SI		
(TAAS) % Met Minimum Standards	SI	SI	SI		
Number of students tested	SI	SI	SI		
4. White					
(TAKS) % Commended Performance	**56%**	**52%**	-		
(TAKS) % Met Standard	98%	100%	-		
(TAAS) % Met Minimum Standards	-	-	100%		
Number of students tested	41	22	33		
STATE SCORES					
(TAKS) % At or above Commended Performance	**25%**	**17%**	NA		
(TAKS) % At or Above Met Standard	85%	85%	NA		
(TAAS) % Met Minimum Standards	NA	NA	92%		

SI= statistically insignificant as defined by the state of Texas.

*** This number includes students from a special needs/mentally impaired classroom.**

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changed from the Texas Assessment of Academic Skills to the much more rigorous Texas Assessment of Knowledge and Skills. Second, some students with disabilities who were previously exempted from the accountability calculations were included in all proficiency calculations. Third, students were required to be enrolled in a school for 120 consecutive days in order to be included in the calculations for that school. These changes may cause the data from the 2002-2003 school year and beyond to appear different from the data from previous years for some schools. In addition to the TAKS in English, state scores include tests in Spanish, Limited English Proficient, and Special Education. Grade 3 scores are cumulative, given over the course of the year to facilitate promotion. By law, if students don't pass the 3rd grade reading test, they are not promoted to the next grade.

Texas Fourth-Grade Criterion-Referenced Math Test

Subject Math Grade 4 Test Texas Assessment of Knowledge and Skills

Edition/publication year 2004 Publisher Texas Education Agency

	TAKS 2003-2004	TAKS 2002-2003	TAAS 2001-2002	TAAS 2000-2001	TAAS 1999-2000
Testing month	April	April	April	April	April
SCHOOL SCORES					
(TAKS) % Commended Performance	51%	61%	-		
(TAKS) % Met Standard	100%	100%	-		
(TAAS) % Met Minimum Standards	-	-	100%		
Number of students tested	49	31	39		
Percent of total students tested	100%	100%	100%		
Number of students alternatively assessed	7*	SI	6		
Percent of students alternatively assessed	14%*	SI	15%		
SUBGROUP SCORES					
1. Economically Disadvantaged					
(TAKS) % Commended Performance	SI	SI	SI		
(TAKS) % Met Standard	SI	SI	SI		
(TAAS) % Met Minimum Standards	SI	SI	SI		
Number of students tested	SI	SI	SI		
2. African American					
(TAKS) % Commended Performance	SI	50%	SI		
(TAKS) % Met Standard	SI	100%	SI		
(TAAS) % Met Minimum Standards	SI	-	SI		
Number of students tested	SI	6	SI		
3. Hispanic					
(TAKS) % Commended Performance	SI	SI	SI		
(TAKS) % Met Standard	SI	SI	SI		
(TAAS) % Met Minimum Standards	SI	SI	SI		
Number of students tested	SI	SI	SI		
4. White					
(TAKS) % Commended Performance	**53%**	**64%**	-		
(TAKS) % Met Standard	100%	100%	-		
(TAAS) % Met Minimum Standards	-	-	100%		
Number of students tested	43	22	33		
STATE SCORES					
(TAKS) % At or above Commended Performance	**21%**	**15%**	NA		
(TAKS) % At or Above Met Standard	86%	87%	NA		
(TAAS) % Met Minimum Standards	NA	NA	94%		

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Texas Fifth-Grade Criterion-Referenced Reading Test

Subject Reading Grade 5 Test Texas Assessment of Knowledge and Skills

Edition/publication year 2004 Publisher Texas Education Agency

	TAKS 2003-2004	TAKS 2002-2003	TAAS 2001-2002	TAAS 2000-2001	TAAS 1999-2000
Testing month	April	April	April	April	April
SCHOOL SCORES					
(TAKS) % Commended Performance	66%	45%	-		
(TAKS) % Met Standard	100%	100%	-		
(TAAS) % Met Minimum Standards	-	-	100%		
Number of students tested	29	42	32		
Percent of total students tested	100%	100%	100%		
Number of students alternatively assessed	11	SI	SI		
Percent of students alternatively assessed	37%	SI	SI		
SUBGROUP SCORES					
1. Economically Disadvantaged					
(TAKS) % Commended Performance	SI	0%	-		
(TAKS) % Met Standard	SI	100%	-		
(TAAS) % Met Minimum Standards	-	-	100%		
Number of students tested	SI	6	8		
2. African American					
(TAKS) % Commended Performance	40%	40%	-		
(TAKS) % Met Standard	100%	100%	-		
(TAAS) % Met Minimum Standards	-	-	SI		
Number of students tested	5	5	SI		
3. Hispanic					
(TAKS) % Commended Performance	SI	SI	-		
(TAKS) % Met Standard	SI	SI	-		
(TAAS) % Met Minimum Standards	-	-	SI		
Number of students tested	SI		SI		
4. White					
(TAKS) % Commended Performance	**71%**	**49%**	-		
(TAKS) % Met Standard	100%	100%	-		
(TAAS) % Met Minimum Standards	-	-	100%		
Number of students tested	21	35	26		
STATE SCORES					
(TAKS) % At or above Commended Performance	**25%**	**17%**	NA		
(TAKS) % At or Above Met Standard	79%	79%	NA		
(TAAS) % Met Minimum Standards	NA	NA	92%		

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Texas Fifth-Grade Criterion-Referenced Math Test

Subject Math Grade 5 Test Texas Assessment of Knowledge and Skills

Edition/publication year 2004 Publisher Texas Education Agency

	TAKS 2003-2004	TAKS 2002-2003	TAAS 2001-2002	TAAS 2000-2001	TAAS 1999-2000
Testing month	April	April	April	April	April
SCHOOL SCORES					
(TAKS) % Commended Performance	60%	38%	-		
(TAKS) % Met Standard	100%	100%	-		
(TAAS) % Met Minimum Standards	-	-	100%		
Number of students tested	30	38	33		
Percent of total students tested	100%	100%	100%		
Number of students alternatively assessed	8	SI	SI		
Percent of students alternatively assessed	23%	SI	SI		
SUBGROUP SCORES					
1. Economically Disadvantaged					
(TAKS) % Commended Performance	SI	SI	-		
(TAKS) % Met Standard	SI	SI	-		
(TAAS) % Met Minimum Standards	-	-	100%		
Number of students tested	SI	SI	8		
2. African American					
(TAKS) % Commended Performance	20%	SI	-		
(TAKS) % Met Standard	100%	SI	-		
(TAAS) % Met Minimum Standards	-	-	SI		
Number of students tested	5	SI	SI		
3. Hispanic					
(TAKS) % Commended Performance	SI	SI	-		
(TAKS) % Met Standard	SI	SI	-		
(TAAS) % Met Minimum Standards	-	-	SI		
Number of students tested	SI		SI		
4. White					
(TAKS) % Commended Performance	**68%**	**39%**	-		
(TAKS) % Met Standard	100%	100%	-		
(TAAS) % Met Minimum Standards	-	-	100%		
Number of students tested	22	33	27		
STATE SCORES					
(TAKS) % At or above Commended Performance	**26%**	**17%**	NA		
(TAKS) % At or Above Met Standard	82%	86%	NA		
(TAAS) % Met Minimum Standards	NA	NA	96%		

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